

Technical Committee Report and Curriculum Guide

For

Idaho Family and Consumer Sciences

Teen Parenting

IBEDS 22204



*This report was prepared by the
Idaho Division of Professional-Technical Education
Family and Consumer Sciences Education
Boise, Idaho*

Revised June 2006

PTE No. 398

Idaho State Board for Professional Technical Education

Karen McGee
Pocatello

Milford Terrell
Boise

Laird Stone
Twin Falls

Paul Agidius
Moscow

Blake Hall
Idaho Falls

Roderic Lewis
Boise

Sue Thilo
Coeur d'Alene

Marilyn Howard
Boise

Idaho Division of Professional-Technical Education

Mike Rush, State Administrator
Idaho Division of Professional-Technical Education

Nancy Walker, Program Manager
Family and Consumer Sciences Education
(208) 334-3216

<p>The Idaho Division of Professional-Technical Education is an equal opportunity employer. Hiring is done without regard to race, color, religion, national origin, sex, age or disability. Appropriate consideration shall be given to veterans in accordance with applicable state and federal laws and regulations.*Costs associated with this publication are available from the Idaho Division of Professional-Technical Education in accordance with Section 60-202 Idaho Code.</p>
--

INTRODUCTION

The Teen Parenting curriculum framework was developed by a team comprised of Idaho Professional-Technical Education staff, Idaho State University personnel, and selected Idaho Family and Consumer Science educators. The curriculum team developed the Teen Parenting framework from the National Standards for Family and Consumer Sciences Education, the previous Idaho Curriculum guide, Idaho recommended textbooks and other states' curricula. The statewide guides are designed as the primary determiner of program content. The Competency-based curriculum framework format provides a means for monitoring student progress and generating student profiles. The student profile is a record of student progress and provides documentation of competence.

The Teen Parenting curriculum framework is intended to be the fundamental guide to schools for program content. Schools offering the Teen Parenting Program should use advisory committees to consider local and community needs.

Curriculum Project Director
Jenniene Kauer, MS, Ed Admin
Idaho State University
Pocatello, Idaho

Curriculum Project Assistant
Cindy Moore
Idaho State University
Pocatello, Idaho

ACKNOWLEDGEMENTS

A special thanks is offered to the Teen Parenting Committee who generously gave of their time and professional expertise to review and update this curriculum. The Division of Professional-Technical Education reimburses teachers for workshop travel and meal expenses. The Idaho Division of Professional-Technical appreciates the outstanding work of the committee members and their employers who supported their participation.

Debra Ellis
Teen Parent Program
New Horizon Alternate School
Pocatello, ID

Colleen Bristol
Teen Parenting Program
Skyline High School,
Idaho Falls, ID

Sheryl Brockett
Pocatello Teen Parent Program
Pocatello, ID 83201

Jessica Hart
FCS Educator, Madison High School
Rexburg, ID

Sarah Robbins
ISU FCS Master Student
FCS Educator, Malad High School
Malad, ID

Wendy Stoker
FCS Educator
Middleton High School
Middleton, ID

Jill Derr
FCS Educator, Teen Parent Program
Skyline High School
Idaho Falls, ID

Judy Boren
Quality Child Care Consultant
Idaho STARS
Pocatello, ID

TEEN PARENTING

COURSE DESCRIPTION

This course is a two-semester/trimester experience open to teen parents. The Teen Parenting curriculum is designed for students who are pregnant and parenting teens, both male and female. The curriculum focuses on preparing teen parents for responsibilities and skills related to personal and family matters. The students will gain insight into healthy lifestyles, independent living, preparation and practice for parenthood, healthy relationships, child development, family management, and financial resource management. Career and educational exploration as part of this course is essential.

DELIVERY OF THE TEEN PARENTING CURRICULUM

The Family and Consumer Sciences Education classroom has moved from a technical/skill oriented classroom to a practical action workroom that implements a problems-centered approach. A separate classroom should be utilized for the academic portion of this program. The program emphasizes class participation, teamwork, and individual projects and/or study. There should be enough room for tables, chairs, equipment, and lab stations. Workstations with computers and sufficient electrical outlets for related peripherals should be available in the classroom to manage teaching resources, display activities, materials, and unfinished projects.

Consumable and reusable instructional materials are used for this program. If there is not enough money in the school budget to purchase materials, equipment and books, outside funding and/or in-kind services may be required. Some teachers may need to develop classroom materials specific to their community and locale. If so, adequate time for developing the materials should be allowed.

The teacher is the instructional facilitator, and the manager of the classroom environment and resources. He/she helps students identify instructional goals and activities, moves about the classroom observing and giving assistance, and works with other teachers to plan and deliver the curriculum. The students should be active rather than passive learners. They should be engaged in individuals and group work. Student's activities should include solving practical problems related to their own education, caring for their children, investigating information and locating resources to enable them to lead full productive lives.

TEACHER QUALIFICATIONS

The teacher of this course must hold an Idaho teaching certificate with an endorsement in Family Consumer Sciences. It is highly recommended that teachers regularly attend the Professional-Technical Educators' Summer Conference, and network with other teachers in their region to update their teaching skills and knowledge.

LENGTH AND LEVEL OF THE COURSE

This course is a two-semester/trimester experience open to pregnant and parenting teens, both male and female.

RECOMMENDED RESOURCES

Parenting Rewards & Responsibilities (2007). Glencoe/McGraw-Hill, Peoria, IL

Developing Parenting Skills Activity/Enrichment?Resource Guide (2007). Glencoe/McGraw-Hill, Peoria, IL

Teen Parenting Skill Activity Guide (2001) Glencoe/McGraw-Hill, Peoria, IL

Teens: Parenting Series Comprehensive Curriculum Notebooks (2004) Morning Glory Press.

Buena Park, CA

Transitions: A Series for Pregnant and Parenting Teens (2004). Goodheart Willcox Company, Inc.

Tinley Park, IL

The Idaho Teen Parenting Activity / Resources Guide (2006)

CURRICULUM FRAMEWORK PROGRAM AREA: Family and consumer Sciences

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: June 2006

PROGRAM TITLE: Teen Parenting

IDAHO CODE NUMBER: FC 0501

IBEDS 22204

MAJOR CONCEPTS/CONTENT

Teen Parenting addresses issues related to responsible decision making, developing positive interpersonal relationships, knowledge of prenatal development, birth, caring for young infants, development of parenting skills, and preparation for independent living.

WORK-BASED LEARNING ACTIVITIES:

Parenting skills and knowledge of young children will be developed in the childcare facility. Field trips to medical facilities, child care agencies, and service providers within the community will provide students with opportunities to interact within the community as they learn about agencies and services available to assist teen parents. Evaluating employment options, exploring aptitudes and interests, acquiring job seeking skills, and investigating options for further education are an integral part of this program.

FAMILY AND CONSUMER SCIENCES NATIONAL STANDARDS

The following comprehensive standards were used as a guide to provide the structure for identifying what learners should be able to do.

- 1 CAREER, COMMUNITY, AND FAMILY CONNECTIONS
Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.
- 2 CONSUMER AND FAMILY RESOURCES
Evaluate management practices related to the human, economic, and environmental resources.
- 6 FAMILY
Evaluate the significance of family and its impact on the well-being of individuals and society.
- 12 HUMAN DEVELOPMENT
Analyze factors that impact human growth and development.
- 13 INTERPERSONAL RELATIONSHIPS
Demonstrate respectful and caring relationships in the family, workplace, and community.
- 14 NUTRITION AND WELLNESS
Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- 15 PARENTING
Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

1.Explore Physical and Emotional Factors Related to Beginning the Parenting Process

2.Develop Knowledge about Pregnancy, Pre-Natal, and Post-Natal Care

Examine Growth and Development of Newborns and Infants

Examine Growth and Development of Toddlers

Identify Factors for Quality Child

Explore Aspects of Living Independently

<p style="text-align: center;">SUGGESTED SCOPE AND SEQUENCE* Teen Parenting</p>

*Suggested times are for 12-18 week schedules; please adjust for alternative schedules.

1. Explore Physical and Emotional Factors Related to Beginning the Parenting Process (15%).
 - 1.01. Examine Factors that Promote Personal Health and Wellness.
 - 1.02. Examine Behavior in Interpersonal Relationships.
 - 1.03. Examine Family Dynamics.
 - 1.04. Recognize Potentially Abusive Situations.
2. Develop Knowledge of Pregnancy, Pre-Natal, and Post-Natal Care (20%).
 - 2.01. Examine Pregnancy and Prenatal Development.
 - 2.02. Analyze Prenatal Care that Affects the Health of the Parents and Baby.
 - 2.03. Examine Options to Prepare for Childbirth.
 - 2.04. Examine the Process of Labor and Delivery.
 - 2.05. Explore Post-Natal Care for Mother and Infant.
3. Examine Growth and Development of Newborns and Infants (25%).
 - 3.01. Explain Care and Growth of Newborns.
 - 3.02. Analyze the Development and Needs of Infants from Birth to One Year.
 - 3.03. Explore Parental Resources, Rights, and Responsibilities for Newborns and Infants.
4. Examine Growth and Development of Toddlers (25%).
 - 4.01. Examine the Developmental Needs in Toddlers.
 - 4.02. Analyze Factors that Contribute to Brain Development.
 - 4.03. Explore Parental Resources, Rights, and Responsibilities for Toddlers
5. Identify Factors for Quality Child Care. 1.(5%).
 - 5.01. Identify Child Care Options.
 - 5.02. Examine Relationship with Child Care Provider.
6. Explore Aspects of Living Independently (10%).
 - 6.01. Develop Life Skills to Live Independently

<p style="text-align: center;">CURRICULUM FRAMEWORK Teen Parenting</p>
--

**1. Content Standard: EXPLORE PHYSICAL AND EMOTIONAL FACTORS
RELATED TO BEGINNING THE PARENTING PROCESS**

**1.01 Competency: EXAMINE FACTORS THAT PROMOTE PERSONAL
HEALTH AND WELLNESS**

PERFORMANCE INDICATORS:

- 1.1. Examine the importance of proper nutrition
- 2.2. Analyze contributing factors to the overall health of the mother and father
3. Analyze factors that contribute to substance abuse
4. Examine factors that increase personal safety
5. Explore the importance of behavior management
6. Analyze strategies for stress management
7. Identify strategies to promote a positive self-image and resist self-defeating behaviors

**1.02. Competency: EXAMINE BEHAVIOR IN INTERPERSONAL
RELATIONSHIPS**

PERFORMANCE INDICATORS:

- 1.1. Demonstrate communication skills that contribute to positive relationships
- 2.2. Practice coping strategies for conflict
- 3.3. Practice listening, verbal, nonverbal, and written communication skills
- 4.4. Identify support systems for families
- 5.5. Identify and evaluate community resources

1.03 Competency: EXAMINE FAMILY DYNAMICS

PERFORMANCE INDICATORS

1. Identify the roles of family members
2. Analyze the influences of friends and society on the family system
3. Explore the effects of substance use and abuse on the family

1.04 Competency: RECOGNIZE POTENTIALLY ABUSIVE SITUATIONS

PERFORMANCE INDICATORS

- 1.1. Categorize personalities and environments for risk factors
- 2.2. Identify resources that provide assistance to abuse victims and perpetrators
3. Examine the Cycle of Abuse

2. Content Standard: DEVELOP KNOWLEDGE ABOUT PREGNANCY, PRE-NATAL, AND POST-NATAL CARE

2.01 Competency: EXAMINE PREGNANCY & PRE-NATAL DEVELOPMENT

PERFORMANCE INDICATORS

- 1.1. Identify signs and symptoms of pregnancy
- 2.2. Describe physical and emotional changes that occur during pregnancy
- 3.3. Describe month-by-month prenatal development
- 4.4. Examine the father's role during pregnancy
- 5.5. Describe complications that may occur during pregnancy

2.02 Competency: ANALYZE PRE-NATAL CARE THAT AFFECTS THE HEALTH OF THE PARENTS AND BABY

PERFORMANCE INDICATORS

- 1.1. Explain the importance of quality prenatal medical care early in pregnancy
- 2.2. Describe essential medical care
- 3.3. Explore proper nutrition during pregnancy
4. Explain why proper weight gain is important
- 5.5. Explain the importance of exercise
- 6.6. Examine factors that increase health risks to mother and baby

2.03 Competency: EXAMINE OPTIONS PREPARING FOR CHILDBIRTH

PERFORMANCE INDICATORS

- 1.1. Explore childbirth preparation
- 2.2. Compare available birthing options and financial consequences
- 3.3. Determine essential supplies for the newborn
- 4.4. Determine factors to consider when selecting a doctor for the baby
5. Compare breast-feeding and bottle-feeding
- 6.6. Explore issues related to adoption

2.04 Competency: EXAMINE THE PROCESS OF LABOR AND DELIVERY

PERFORMANCE INDICATORS

- 1.1. Identify key events during the stages of labor
- 2.2. Explain common procedures before, during, and after birth
3. Explain the importance of bonding and nurturing
4. Analyze the father's role during childbirth and post-natal period
5. Explain the role of family in the birthing process

2.05 Competency: EXPLORE POST-NATAL CARE

PERFORMANCE INDICATORS:

1. Describe appropriate post-natal care for mother and infant
2. Describe post-partum depression
3. Identify emotional and physical adjustments a mother makes after childbirth
4. Identify resources for post-natal care

3. Content Standard: EXAMINE GROWTH AND DEVELOPMENT OF NEWBORNS AND INFANTS

3.01 Competency: EXPLAIN CARE AND GROWTH OF THE NEWBORN

PERFORMANCE INDICATORS:

- 1.1. Describe the appearance and abilities of a newborn
- 2.2. Demonstrate proper techniques for holding, feeding, bathing and dressing a newborn
- 3.3. Explore a newborn's sleeping needs and environment
4. Describe proper healthcare and safety issues of a newborn
5. Examine the signs of health concerns including: crying, reflux, colic, and jaundice
6. Explain the legal and physical implications of "Shaken Baby Syndrome"
7. Describe Sudden Infant Death Syndrome (SIDS)

3.02 Competency: ANALYZE THE DEVELOPMENT AND NEEDS OF INFANTS FROM BIRTH TO ONE YEAR

PERFORMANCE INDICATORS:

1. Describe physical, emotional, social, and intellectual development of infants
2. Examine the nutritional needs of infants
3. Explore infant's sleeping needs
4. Explain strategies to enhance development of infants through activities and play
5. Analyze Hygiene, healthcare and safety needs of infants
6. Describe strategies to meet individual developmental challenges and special needs
7. Develop strategies for effective behavior management
8. Demonstrate skills for caring for sick babies

3.03 Competency: EXPLORE PARENTAL RESOURCES, RIGHTS, AND RESPONSIBILITIES FOR NEWBORNS AND INFANTS

PERFORMANCE INDICATORS:

1. Explain the challenges of single parenting
2. Examine father's rights and responsibilities
3. Compare the advantages and disadvantages of three generation living
4. Identify local support services

4. Content Standard: EXAMINE GROWTH AND DEVELOPMENT OF TODDLERS

4.01 Competency: EXAMINE THE DEVELOPMENTAL NEEDS OF TODDLERS

PERFORMANCE INDICATORS:

1. Describe physical, emotional, social, and intellectual development of toddlers
2. Examine the nutritional needs of toddlers
3. Examine toddler sleep needs
4. Explain and plan strategies to enhance development of toddlers through activities and play
5. Describe relationship challenges with toddlers during developmental stages
6. Develop strategies for effective behavior management
7. Describe strategies to provide preventive health care services

4.02 Competency: ANALYZE FACTORS THAT CONTRIBUTE TO BRAIN DEVELOPMENT

PERFORMANCE INDICATORS

1. Describe the importance of healthy brain development in toddlers
2. Demonstrate activities to stimulate brain development
3. Analyze the short-term and long-term affects of risk factors on development, school performance, and quality of life
4. Examine community-wide strategies to strengthen families to enhance child well-being.

4.03 Competency: EXPLORE PARENTAL RESOURCES, RIGHTS, AND RESPONSIBILITIES FOR TODDLERS

PERFORMANCE INDICATORS:

1. Explain the challenges of single parenting
2. Examine father's rights and responsibilities
3. Identify local resources and support services for parents of toddlers

5. Content Standard: IDENTIFY FACTORS FOR QUALITY CHILD CARE.

5.01 Competency: EXPLORE CHILD CARE OPTIONS

PERFORMANCE INDICATORS:

- 1.1. Explore characteristics of quality child care
- 2.2. Compare child care given by family members, friends, child care specialists, and home environment
- 3.3. Construct a sick child care plan
- 4.4. Research the cost of child care
5. List community child care resources
6. Examine child care licensing laws and regulations for the city and state
7. Explain local laws in helping to choose quality child care

5.02 Competency: EXAMINE RELATIONSHIP WITH CHILD CARE PROVIDER

PERFORMANCE INDICATORS:

- 1.1. Demonstrate communication skills that contribute to positive relationships
- 2.2. List information to provide care provider
- 3.3. Identify items to take to the child care
- 4.4. Determine personal responsibility for self and day care provider
- 5.5. Identify factors that contribute to mutual respect of provider and self

6. Content Standard: EXPLORE ASPECTS OF LIVING INDEPENDENTLY

6.01 Competency: DEVELOP LIFE SKILLS TO LIVE INDEPENDENTLY

PERFORMANCE INDICATORS

- 1.1. Analyze career options
- 2.2. Explore education opportunities
3. Develop employability skills
4. Demonstrate skills needed to maintain employment
5. Develop personal and family resource management skills
6. Examine the elements of a healthy lifestyle
7. Examine meal planning strategies
8. Assess housing needs

* * *